

The Magazine for the Christian Home

Hearthstone



- **My Friend Death - Elizabeth Bailey**
- **Easter in the Home - Vera Channels**

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The Magazine for the Christian Home

Hearthstone

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The Caterwauling "Can't Do

"I can't do anything." "No needs me." "I don't have any ent." What a haunting melody this I have the feeling that individuals v chant these words so mournfully do mingle with hoi polloi. Instead, th lock themselves in the protective bos of an ivory tower and idly while av their ephemeral existence in this v of tears. There is a myriad of use things to be done, which are tailor-ma to fit the abilities of anyone. Those v think that they are "useless" a "can't do anything," aren't trying v hard, methinks.

What's Here?—If you are showeri your progeny with too many luxur and pecuniary blessings, you should re "Parents Can Be Too Good." "I w my children to have the best of eve thing" is not always a prudent phil ophy of life, as you will discover af reading this article.

Many parents do not have periods prayer and quiet meditation with th children until late in the evening, wh the children are in a lethargic conditi—and a comfortable bed holds m charms than prayer. Esther Freshm has a very fine article, "How Does Y Child Pray?" which should be very v uable in helping parents with small el dren to plan effective prayer periods.

Lovers of canine criturs will en Carilyn Stevens' clever story, "R Doll Rumpus." We have two stor for the bubble-gum blowing crow "The Lilae Game" and "The L News."

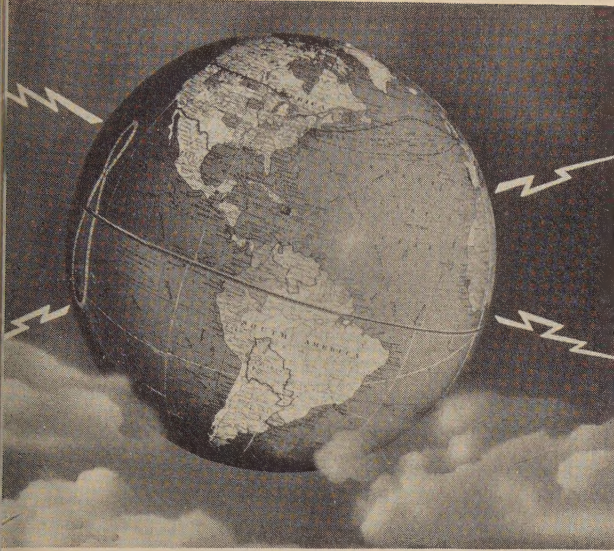
What's Coming? It hardly seems p sible that summer is almost here ag If you are unable to go on a vacat this year, you'll want to read Dorot Boys Kilian's article, "Make Sumr Different." Helpful suggestions given in aiding you to embellish a st at-home summer for the kiddies.

Jeffry Pine thinks that television destroying the spiritual fibers of society. If you agree with her (she a her, in spite of the masculine nom plume), then you'll find satisfaction reading "Tele-Virus." If you hold c cordant views, this article will ar your vituperative powers. And v doesn't appreciate a good debate!

I'll put the reins on my prolux p for now. Au revoir until next month

S. H

THE WORLD



—H. Armstrong Roberts

The Church and Juvenile Delinquency

Chicago, Ill.—Mobilization of American churches to fight juvenile delinquency, crime, and divorce was urged by Circuit Judge Julius H. Miner at a meeting of Chicago ministers.

The church is "the greatest insurance against juvenile delinquency that we have," he said. "Irreligion has become the major contributing factor to our national juvenile crisis. We are permitting mass youth destruction. We place too much emphasis on material and to little on spiritual values.

"Broken homes are the cesspool of juvenile crime," the judge continued. "More than 360,000 youngsters are orphaned annually by divorce." He pointed out that eighty-five per cent of juvenile defendants who appeared before him were not churchgoers.

Judge Miner called for "dynamic action" on the part of churches, declaring that "it will require more than engraved invitations to bring the absent parents and children to the churches." He suggested more clubs, camps, athletics, and cultural activities and classes for married couples on rearing children, teaching morality in the schools, and setting better examples for youngsters in home, in social, and in business life. "An ounce of religious direction is worth a pound of moral correction," he said.

South African Interracial Conference

Johannesburg, S. A.—White and Negro leaders of South Africa's Protestant Church held the first interracial, interdenominational meeting in over thirty years at Witwatersrand University recently. Of 172 delegates representing forty-two churches, mission societies, and religious organizations, fifty-six were Negroes. Although they were segregated in seating, the mere fact that they met together was regarded as a step forward. The conference was sponsored by the Dutch Reformed Church, which has generally supported a segregation policy.

Blunt words were spoken about Christianity's failure to win South Africa's Negro millions. The church was said to be sadly ineffective against persistent heathenism and the

challenge of Islam." This failure stemmed from the inability of the church to produce a Christianity "sufficiently vital to be stronger to unite than the divergencies of race, background, and habit are to divide." The church has not kept pace with the growth of the country's non-European population, there now being more non-Christians proportionately than there were 100 years ago.

Negro church leaders also strongly criticized South Africa's color bar. One Negro pastor, looking directly at the white delegates, said, "When I go to visit my brother in Christ, I have to go to the back door. And if the door is opened by a white child, the child will call, 'Daddy, there's a boy here.'"

Several native delegates appealed for a return of the custom of having all members of a household, black and white, join in communal worship. One minister of the Dutch Reformed Church said this "would have an enormous effect on relations."

The color bar was denounced as the "cruellest of human ills," and contrary to the spirit of Christ.

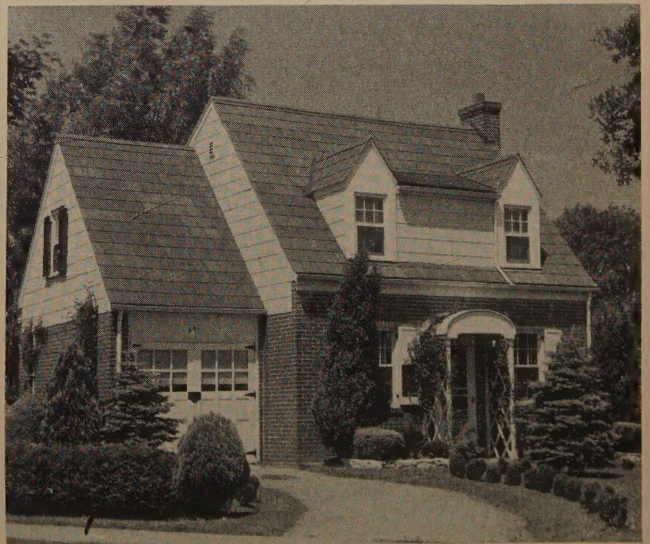
Fastest Growing Church Group

Washington, D. C.—Hutterites, descendants of a religious group of some 443 persons who migrated to this country from Russia in the 1870's, now number more than 8,500 and are the world's fastest growing population. U. S. Public Health Service also reports that severe mental illness is rarer among them than virtually any other group in the country. Only one suicide, one divorce, and two separations have been recorded among them in 80 years. There have been no known cases of parental abandonment of children, no sex crimes, no incidence of arson, personal violence, or attempted homicide.

Hutterite children are "genuinely wanted" and grow up in a community carefully organized to help them and their parents in the process of child-rearing.

Hutterites are the descendants of Jacob Hutter, an Anabaptist preacher of the early 1500's. They fled to escape persecution in their native land, eventually reaching North America. They are known for their thrift, general prosperity, farming skill, and strict adherence to most extreme simplicity of living. Their refusal to take oaths, to engage in military service, and to send children to public schools has frequently involved them in trouble with local governments in both the United States and in Canada.

—H. Armstrong Roberts.



AT YOUR FRONT DOOR

Easter

In the

Home

by Vera Channels

The following article is a guide in helping you to plan a meaningful Easter worship service in your home. Easter for your family can be as significant as Christmas—and shouldn't it be?

IF YOURS is a Christian family, you probably celebrate Christmas as a religious holiday. Of course some of its lesser values may appeal to you, too, uppermost in your mind is the conviction that we celebrate Christmas because it is the birthday of Christ.

When it comes to Easter, many families buy new clothes, get out the Easter baskets, color eggs and go to church on Easter Sunday morning. And that's the end of that!

It is the conviction of many religious leaders that Easter in the home can be as significant an occasion as Christmas. And why not? If Jesus had not experienced the resurrection, would we be so interested in celebrating his birth?

Here, then, are a few suggestions for celebrating Easter Week in your family. You may want to follow them as stated here, or you may want to adapt them to your individual needs. Whatever your decision, try to make Easter in your family something to be remembered.

You might begin your observance by having a family worship service on Thursday evening immediately after the evening meal. This service would help members of the family understand better the communion service at the church, which might be held later in the evening. Place a white cloth on the dining table and have ready a large candle and a crucifix at one end of the table. Darken the room and ask the family to be seated. Members of the family may take turns reading the following material which they have had assigned to them beforehand.

First Reader: (Stands and holds candle)

Light is a wonderful thing. It takes away the darkness of discouragement. It exposes evil. It heals and cleanses and purifies.

Jesus said we are the light of the world, and we must follow his example. If we are going to give light to the world, we have to give of ourselves. When a candle burns, it is gone, but when we give of ourselves, we gain life. "He who loses his life for my sake shall gain life," said Jesus. Will you live so that your place will be light? You are the light of the world.

Second Reader:

Tonight our church will hold a communion service in remembrance of the night when Jesus gave to his disciples this memorial supper. Here in our home let us prepare ourselves for that service by recalling what Jesus said and did.

At the last supper Jesus took a piece of bread and blessed his hands. "This is my body," he said. Then he took the bread and broke it and gave it to them. He gave himself to the disciples. He said, "Take, eat. This will help us remember him. It is a symbol of his love for us."

When we eat the bread, we make it a part of ourselves. In this way we show our acceptance of Jesus. We receive from him. The church is the body of Christ. You and I are part of the body of Christ.

Third Reader:

Jesus said the cup was a new agreement between

and the people. It was a covenant of love. "God loved the world that he gave his only Son, that whoever believes in him should not perish but have everlasting life. He requires in return the faith and love of the people.

Jesus' blood was shed to save our world. By accepting him we can get over our spiritual sickness. Greater love has no man than this, that a man lay down his life for his friends. You are my friends, now do what I command you."

This cup symbolizes the giving of Jesus' life for his friends—for us. When we drink from the cup, we show we want to become new people with Christ on our side.

Fourth Reader: (Holds up cross)

Jesus knew that he was going to die on the cross and that it would be a symbol of his way of living. He told us to take up our cross daily, which means we must help him do his work each day. We must do this because we love him and everyone else in the world. The Christian life is doing things, because of our love, that we do not have to do.

Phonograph music, instrumental or vocal may be used at this point. Choose from the following list and select a religious number which is appropriate.

"The Lord's Prayer"

"Must Jesus Bear the Cross Alone?"

"Were You There?"

"Let Us Break Bread Together"

Prayer: Our Father, we thank thee for thy Son Jesus Christ. We are grateful for his daily companionship and the love he has shown us. May we show the same love for others in this same way. Amen.

Since Thursday's family worship is rather formal and planned ahead of time, you might have a family

meeting which is more spontaneous on Good Friday. With younger children the emphasis should be on our joy at having Jesus and his great love and kindness rather than on details of the suffering and sacrifice on the cross.

On Good Friday you might gather in the living room for hymn singing and a worship service. This could be informal, with the members of the family taking turns at reading from the Bible, choosing hymns, repeating a memorized prayer, or voicing an original one.

Some hymns which you might wish to sing are:

"Into the Woods My Master Went"

"When I Survey the Wondrous Cross"

"Beneath the Cross of Jesus"

"In the Cross of Christ I Glory"

Readings from the Bible might include passages from the Book of Luke which describe Holy Week and the last words of Jesus to his disciples.

One member of the family may wish to explain that this Gospel was written about A.D. 85-90 by the physician, Luke, who went with Paul on some of his journeys.

You may want to compare the story in Luke with the story in the Book of Acts and note that they were written by the same author. Together they give an account of the life work of Jesus and what happened after his resurrection.

Read Luke 9:1-26 and 46-62. If possible, continue by reading Luke 22, 23, and 24. When the reading has been completed, the family could discuss some questions relating to the Bible story. Here are a few suggestions. You will want to add others of your own.

H. Armstrong Roberts



When it comes to Easter, many families buy some new clothes, get out the Easter baskets, and go to church on Easter Sunday morning. And that's the end of that!"

1. If you had been a disciple, what would you have told others about Jesus?

2. What do you really believe about Jesus?

3. Do you know anyone who is helping others as Jesus did?

4. How do we show we are thankful for Jesus?

If it is not feasible to have such a service in your family, you could gather in the living room and listen to religious music on the radio or check to see if there is a T.V. program planned especially for Good Friday.

One of the important aspects of this evening is the "togetherness" of the family and the spirit of love and kindness which you create in your family circle. As you close this evening together, you could have a friendship circle with the members of the family standing in a circle, crossing their hands in front of them, and joining hands with those on each side of them. Each one may take turns offering a prayer, or father or mother may offer suggestions for silent prayers such as,

"Let us thank God for his Son, Jesus" (pause)

"Now let us thank God for his love for us" (pause)

"Let us ask to have Jesus with us each day" (pause)

"Let us ask that we may show our love for others each day" (pause)

"Amen"

Easter Sunday could begin by having the family sing a hymn before they sit down to breakfast. That might be "Christ the Lord Is Risen Today" or "I Know that My Redeemer Lives." The family will want to go to church together. When everyone is home again, family dinner can be a festive occasion. Use your best "company" equipment. Someone in the family can make simple place cards for each one. These may be decorated with Easter lilies or an open Bible and a cross. Inside may be written a short

Then Came Spring

by Inez Clark Thorson

My song of faith was stilled awhile
And all my world seemed drab and brown—
In fear and loneliness I tried
To beat the walls of silence down.

Then came the spring when songs were spilled
From every tree and blade of grass—
Bright songs of faith that shamed my own,—
Of faith that said, "All storms will pass!"

I felt the sweep of cleaner winds
That left my spirit purged and strong,
And on the hilltop of my heart
I heard my silver-pinioned song!

Easter Sunrise

by Rowena Chen

Awake! The bells are ringing!
Glad Easter Day is here
And happy birds are singing
Their songs of hope and cheer.

The Blessed Day is dawning!
Within this mystic hour
Behold triumphant morning—
Bright symbol of His power.

Let Easter's inspiration
Suffuse the very air—
Unite a mighty nation
In one great, humble prayer,

Fill every heart with yearning
For right and truth and good,
And pave the path returning
To world wide brotherhood.

And while the east is glowing
With sunrise, may we find
The Risen Christ, bestowing
His peace on all mankind!

Bible verse which each one reads aloud before dinner
Some appropriate verses are:

1. "I am the door; if any one enters by me, will be saved and will go in and out and find peace." John 10:9

2. "I came that they may have life, and have abundantly." John 10:10

3. "I have come as light into the world, that whoever believes in me may not remain in darkness." John 12:46

4. "Jesus said. . . . I am the way, and the truth and the life; no one comes to the Father, but through me." John 14:6

5. "A new commandment I give to you, that you love one another, even as I have loved you. . . ." John 13:34

6. "If you love me, you will keep my commandments." John 14:15

Napkins may be colored with crayons by small members of the family. These can be original signs, or an appropriate Easter symbol can be traced on for them to color.

The cake for dessert could be a square or an oblong one decorated to resemble the Bible with a cross in the center. Whatever your plans for Easter Sunday dinner, make it special and make it symbolic of the true meaning of Easter.

For a Christian the expectancy and the hope of the springtime season are consummated in Easter. With a little forethought and planning you can make Easter in your family a time for renewed faith and love.

by esther freshman

How Does Your Child Pray?



RNS

YOUNG mother, confronted with presenting some idea of religious practice to her child, was asking about her child's prayer life. She said, "We used to read prayers together at bedtime, but now Jerry says them himself. Believe me, he takes care of them pretty quickly, too. He's usually so sleepy he doesn't care to linger."

Such a statement portrays a rather pathetic state of affairs, for, in the ultimate, it amounts to this: a child's life is so arranged that his contact with God, his personal communion time, is pushed off until the very last moment of the day, and then, hurriedly, the child goes through some repetitive ritual while he longs for sleep. It is possible that this would build up in a child a feeling of annoyance toward God. He might think of God as a distant relative whom he doesn't care for and doesn't know very well, but because of some inherent parental authority and discipline, he has to be polite to Someone, when he would much rather be going to sleep.

Prayer time is the child's first active introduction to an awareness of God, and he should have a period of quiet meditation each day with at least one parent in order to gain an appreciation for prayer.

For the small child lullabies are excellent mediums for learning about God's love.

A child with prayer experiences never quite realizes when his religious awareness begins. Very early he likes the soothing tones of a child's short prayer, especially one such as Rachel Field's "Prayer for a Child," (Macmillan) that has his own world mentioned in it. He knows, long before he can speak them, words such as milk, bread, shoe, bed, and chair, and he feels a sense of gratitude for these objects. Parents may help him to relate these to the loving plans of his parents and of God. One does not always have to teach a child through words about appreciating or loving God; his appreciation comes as naturally to him as breathing, as naturally to him as his love for his parents, if his experiences are with Christian parents. What better religious basis can you give your child than this?

Prayer time in the family unit

could be a period of group prayer, but often this may not be accomplished. There are many young people whose religious training has been neglected. When they become parents, they seek, perhaps blindly, to give their children what they have missed, and they feel, naturally enough, awkward and at a loss in their presentation of this very vital aspect of their child's training.

There is much to be said, too, for the prayer period that is the child's alone. Religion is a personal matter; the communion is between God and man, and one of the greatest blessings of religion is that man, all along, has this recourse to his Creator. So, certainly, there should be the prayer time for the children alone in addition to whatever family prayer periods there may be in the home.

One young mother follows this procedure: Her child, Diane, four years old, says a prayer that she and her mother have worked out together. It is a short, bedtime prayer of blessing and thanksgiving. After Diane has finished her prayer, her mother tucks her in bed, and then, sitting quietly by the bedside, her hand clasping Diane's, the mother says a short prayer aloud, a prayer that is

really a conversation with God. She thanks him for the good things in their day, especially those related to Diane. If there has been some unsolved problem, the wish may be expressed that God help them to find ways to solve it. This is the "talk-time" with God, as Diane calls it. Then comes the "listening-time," when Diane and her mother both shut their eyes and just quietly listen to God. It is possible that God says a quiet goodnight to Diane, because the little girl is usually asleep as her mother prepares to leave the room.

Jimmy, aged five, is always permitted to give the table blessing at home. He and his parents are doing considerable reading and looking to find suitable blessings. Sometimes he makes one of his own. They have made a little book of the prayers, and someday soon that is going to be one of the nicest books in Jimmy's own library.

A child's attention span is short, and it wavers and directs itself to new activities quickly. It is wise to keep prayers short, but brevity

does not mean that the child should be permitted habitually to hurry through them. The wording in the prayer will have more meaning if it is within the child's own world of understanding. The feeling of reverence established and instilled in the child, however, is more important than the words of the prayer. This relationship with God through prayer should be made the most natural and joyful of his life. When this can be accomplished within the life of every boy and girl, we shall be on our way to having a new world, and peace conferences will no longer be necessary.

Jerry's mother is cheating her child of his richest legacy. When she permits him to mumble his prayers in an annoyed frame of mind, she is destroying a vital part of her young son's life. It would not be so harmful to him to deprive him of some part of his diet, which she checks very carefully.

If a child is so weary that he must mumble his prayer, it would be better to make him comfortable

in his bed, and to have the parent quietly say a prayer. Or the parent might offer a silent prayer for the child. Bedtime is not the only good time for parents and children to pray. Prayer experiences may be had during the day, also. Such experiences, though of brief in duration, have much meaning both to the parents and to the child. In addition to the through-the-day experiences it is wise to form the habit of having a special time to pray.

All parents want the best for their children. Every care is being made possible for health protection. Every possible effort is being made toward educational benefits. In an unstable world, every mother, every father, providing in one way or another, that their children may know security and happiness. The first sanctuary for the child is in the home. The sanctuary, through sincere prayer, is a step toward maintaining and enlarging that sanctuary so that it may become a part of the child's life eternally.

comprehension

Don Knight



"Goo, goo," the kindly woman said
To Baby in his crib.
"What has oo dot dere, lambykins
All over dat nice bib?
Has oo been dwinkin' owange juice?
Dat makes oo big and stwong.
And doodness me, youse dawna be
A dweat big boy 'fore long.
What does oo do dere, lambykins?
Now, does oo sometimes cwy?
I bet oo wants to cwal awound.
Well, oo will, by and by."
The solemn chap spoke succinctly
And heaved a weary sigh.
"Dear lady, climb into this crib.
You need it more than I."

—sue hero

HEARTHSTONE

Rag Doll Rumpus



IP'S STORY

A rag doll is a rag doll, as I look at things. And I spent a most exhilarating half-hour playing with that doll and chewing it up.

Illustration by Morgan Stinemetz

A Story by **CARILYN STEVENS**

MR. WILSON (I always speak of him as Mr. W.) gave me Tom on Tom's eleventh birthday. From the way Tom acted, you would have thought I was the most beautiful dog in the world. Mrs. W. was much pleased with me, too. "He is a cute thing!" she said.

She was very pretty, and she looked young to be Tom's Mom. Her hand was gentle as it patted my head.

But I soon discovered that it was not because she thought that I was so wonderful but because Mrs. W. is always pleased with anything that pleases Tom. He is the ap-

ple of her eye, as the saying is.

Mr. W. said to Tom, "The dog is your responsibility, Son. I'm giving him to you with the understanding that you will see him through. And you are not to expect your mother or me to take over when the newness wears off or when the going gets rough."

"It's just swell of you to give him to me, Dad!" said Tom. "I'll take awfully good care of him, I promise you that!"

Tom's eyes were shining just like his mom's do. He is much like her in other ways, I soon discovered.

Tom held me tight, and I licked his face. I thought to myself, *I'm a very lucky dog to have acquired such a nice family.* For I liked all the family, though, of course, I understood that Tom was to be my special charge.

Tom named me Zip, and I named him The Boss; and thus I shall refer to him hereafter.

So I began my life as a member of the Wilson family.

A few days after I had come to live with the Wilsons, we (that is, of course, The Boss and I) went over to Larry Osborn's house. Larry is The Boss's chum. We had intended to play baseball that day; but it began to rain; so we decided to stay indoors.

Larry said, "My grandmother's got a sick headache, and the twins are asleep; so my mom said would we be quiet. Want to play checkers, Tom?"

"Oh, yes," The Boss said, "that will be fun!"

While they were setting up the card table and getting the checkers out, The Boss said to Larry, "I've got almost enough money saved to buy my baseball mitt."

"That's swell!" said Larry. "You sure have gone in heavy on the saving, Tom! No Cokes or sodas or movies except when your mom takes you."

"That's right!" agreed The Boss. "I like Cokes and sodas and movies as much as anyone, but I want that mitt more. And Mom's been wonderful about always wanting to go to the same movie that I do; so she pays the way."

Then the boys sat down and dug into the game.

Of course, checkers aren't very interesting to a dog—they're not like baseball or going to the grocery. So I rummaged about to see how I could entertain myself while the boys were busy. Soon, as luck would have it, I found a rag doll lying on a chair. It was old and torn in spots, but that

didn't bother me. A rag doll is a rag doll, as I look at things. And I spent a most exhilarating and exciting half hour playing with that doll and chewing it up.

I was just in the middle of things when Deedee, Larry's five-year-old sister, came into the room. When she saw me with that doll, she let out the most horrible noise I had ever heard.

"You bad, wicked dog!" she cried. "See what you've done to my boof-full dolly!" And with that she gave me a hard slap.

No one had ever struck me before, and I was so surprised and

It's a fact: A muscle is literally "a little mouse."

shocked that I thought I was almost killed. And I let out a series of yelps as loud and horrible as Deedee's screams.

"Don't you dare hit my dog!" The Boss cried.

He was terribly angry; and he jumped up from the table, knocking over his chair with a loud bang.

"Yes, you ought to be ashamed of yourself, Deedee!" cried Larry, who always sides with The Boss.

He got up, too, upsetting the checkerboard; and the checkers went rolling all over the floor.

In the midst of all the ruckus, Mrs. Osborn came hurrying into the room. She looked tired and worn out. Even though I was so occupied with my yelping, I could see that. And I really felt sorry for her.

"Oh, children, please do be quiet!" she said. "Think of poor Grandmother and her headache; and if you wake up the babies, they will be fretful all the rest of the afternoon. And I've a big ironing to finish."

"That bad, wicked dog chewed up my boof-full dolly!" screamed Deedee.

"She went and hit Tom's dog, Mom!" said Larry angrily. "She had no right to do that! She's spoiled!"

Mrs. Osborn sat down and Deedee on her lap. "She's half the age of you boys. When you were her age, you were so naughty, too," she said. "I wasn't a bit cross. Her voice was very patient. 'You boys ought to have noticed what Zip was doing!'"

The Boss was scrambling around on the floor, picking up the checkers. His face was awfully red. I knew he was still angry. When he said politely, "I'm awfully sorry about Deedee's doll, Mom," Mrs. Osborn said, "I guess it was your fault for not watching Zip. I guess I'd better be going home."

"I'll walk to the corner with you," said Larry.

The Boss helped Larry away from the card table and checkers, and then the three of us started off. By this time I had stopped yelping, having discovered that I wasn't really hurt at all.

"I guess we oughtn't to be at Deedee's," The Boss said. "I guess we ought to feel sorry for her because she has to be a mother and cry at things and be so worried about dolls!"

"That's right!" agreed Larry, who always says "that's right" to everything The Boss remarks.

By that time we had reached the corner, and Larry went back and we went on home.

At dinner The Boss told what had happened at Larry's. Every night at dinner The Boss always tells his Mom and Dad everything that's gone on during the day.

When The Boss had finished talking about Deedee's rag doll, what a crybaby she was, Mr. Osborn said, "What are you going to do about it, Son?"

"Do about it! What do you mean, Dad?" asked The Boss.

"When the branch blew down from our oak tree last fall, I considered it my responsibility to have the fence repaired."

"Do you mean—that you thought I ought to get Deedee another doll?" The Boss asked in astonishment.

"What do you think, Son?" "I'm going downtown tomorrow. I'll get Deedee a new doll," Mrs. W. broke in hastily. "I think this is Tom's problem."

olve, my dear," Mr. W. said
tly. "It was his dog that
ed the doll, and it was his fault
not watching Zip."

"I've been saving up my money
et a baseball mitt—" The Boss
in angrily.

"That's fine," Mr. W. said.
hen you'll have enough money
ay for the doll."

"How much will a doll cost,
n?" The Boss asked. I knew
the way he spoke he was sit-
on the edge of his temper.
I don't just know," Mrs. W.
ied anxiously. "I suppose they
more than they used to.
rything does."

"Excuse me, Mom. I want to
how much money I've got."

"All right," she said. "I'll get
dessert while you're gone."

He banged out of the room.
d she rose from the table, clat-
ng together some dishes. She
just as angry as The Boss, I
ld see that. But I must say she
ked very pretty with two angry
rs standing in her eyes and two
ry red spots in her cheeks.
e gave Mr. W. one horrible look.
He said, "Are you angry, my
r, at what your big boy is doing
your little boy?"

"You're a brute, Dave Wilson!"
flung at him. "You're not
n human! Tom's been saving
money for ages and ages, and
I never let me give him any-
ng outside his allowance. And
v you're making him spend his
or little pennies for an old rag
d! You've nothing but a great,
ed stone where other people
ve a heart!" And with that
banged into the kitchen.

I heard her out there rattling
ound dishes and pans and other
ngs. The racket was something
ful.

Mr. W. sat strumming on the
blecloth with a spoon. He looked
ry serious. I must say, really
happy.

As for unhappy, I was that my-
f. I made up my mind then and
ere that I would never again
ew up a rag doll, no matter how
mpting it might be. I had
oiled everything for my niece
nily. They had all been so
ppy together. Now they would
ver be happy again, I thought.

And all on account of an old, di-
lapidated rag doll. Jeepers! Who
would have thought it!

Well, by-and-by—it was really
a very long time—the clatter in
the kitchen began to subside; and
finally everything was quiet out
there. Then after another long
time Mrs. W. came back into the
room. I could see she had been
crying. She was carrying a plate
on which was an enormous piece
of pie, which she set down in front
of Mr. W. She laid her cheek
down on his head.

Mr. W. put up his arm and drew
down her head and kissed her.
"Thank you, dear," he said. He

***It's a fact: the word "lens"
literally means "a bean."***

spoke very quietly, but I could tell
that his whole heart was in his
words.

Her eyes were shining now, just
the way they are when she looks
at Tom. She's extra pretty when
she looks that way.

She went into the kitchen again
and came back with a plate on
which was another enormous piece
of pie for The Boss. She had a
smaller piece for herself, too. Then
she sat down and started pouring
coffee.

While she was pouring it, The
Boss came back to the table. His
hair was tousled, and he looked
rather the worse for wear as if
he had been throwing things
around as badly as his mom had.

"There's my money," he said
gloomily. And he laid his money
on the table.

"When I go downtown tomor-
row I'll get a doll for you, Tom,"
Mrs. W. said. "That is, if your
father doesn't think I will be in-
terfering with your character de-
velopment." She looked across
the table at Mr. W.

"Oh, no," he said calmly, "not
at all. I see no harm in your act-
ing as a purchasing agent for
Tom."

"I'll look around, Tom," she
said. "I'll not spend any more of
your money than I have too."

The Boss flushed. He pushed
the money across the table toward
his Mom. "You needn't bother to
look for a cheap doll," he said.
"You might as well get a good one
while you're at it. I guess Deedee
rates it." Just then he saw his
dessert. "Jeepers! What a swell
piece of pie! It's my favorite kind,
too!"

"As soon as Tom has finished
his pie, we'll stack the dishes, and
we'll all go to the movies," said
Mr. W. He was looking quite
happy again.

I knew that he must consider
this a very special occasion as The
Boss is never allowed to go to the
movies on school nights.

"Can we go to the Oriental,
Dad? There's a swell Western
there. Indians and cowboys!"

"Oh, yes," Mrs. W. said hastily.
"I want to see that picture, too."

Mr. W. looked from one to the
other and smiled.

"Then it's the Oriental," he
said.

There was a pause. Then The
Boss said, "Jeepers, Dad! You
sure are a swell guy!"

"I think so, too, Tom," said
Mrs. W. "That's why I married
him!"

At that they all began to laugh.
And I knew that everything was
all right with my family again.

When they started out the front
door I went with them, expecting,
of course, to go along.

But The Boss said, "No, Zip,
you can't go. Dogs aren't allowed
in the movies."

They all patted me on the head
and said good-by, and I didn't feel
too bad at being left alone. I went
in and lay down in front of the
fireplace. The embers were burn-
ing low, and there was a screen
set up to keep the sparks from
flying out. But it was very warm
and cozy, and I began to ruminate
on the events of the day.

"Jeepers!" I said to myself.
"What a rumpus about an old rag
doll! How silly! But then I guess
maybe it wasn't silly after all.
The Boss will never forget tonight,
that's for sure!"

Then I got to thinking about
The Boss's baseball mitt. I was

(Continued on page 28.)

Parents Can Be **TOO GOOD**

by Jesse C. Burt

It may seem incredible, but some parents give their children too many advantages and luxuries. The results of this can be disastrous, as youth like Joe can tell you.

YOU had been visiting a certain state prison. Through the courtesy of the warden and the chaplain you were able to go "inside" and interview any number of convicts.

You went to learn, not to pry. You genuinely regretted what had happened in the lives of these "cons," and you wanted to learn how to prevent such things in other lives.

You went, therefore, not out of idle curiosity, but because you were increasingly concerned over the rising tide of juvenile delinquency, especially among young persons of high school and college age.

One of the interviews that you especially remember was with a young man you call Joe, though that's not his real name. His case you found highly significant. It

showed that harm is often done by doting parents, who become too generous for their children's own good.

Joe rates above most persons you found, in looks, in education, in disposition, and in intelligence. His I. Q. score, you learned, put him in the range of the superior group in the population.

You discovered, moreover, that Joe had had every advantage money could buy. His family enjoyed a good income and had lived in an excellent part of the community.

Joe declared, and his case record backed him up, "Dad and Mom gave me everything I wanted—sharp clothes, a horse, my own car, a college education. I didn't have to lift a finger for any of it."

You were talking with Joe in the chaplain's office, inside the heart of one of the massive prison buildings. It was a strangely quiet place, perhaps indicating the amount of organization in the institution. Perhaps, too, it revealed something of the spirit of the man inside it. At any rate part of the atmosphere of the place came from this quietness, so unlike the bustle of the world outside.

Joe told you, "I never worked while I was in school. I never held a part-time job. Dad said I didn't have to. He said I wouldn't make much money at a job, and that I didn't really need it, since he could pay the bills. I guess Dad took a kind of pride in it. You see, when he was my age, he had to work hard just to get by."

Joe continued to talk, and you continued to listen: "Summer really were the things, when school was out. I just loafed until the pool at the country club opened at eleven o'clock. Then I stayed at the pool all day. Nights I would have dates and ride around in my car."

Then you asked, "How much money did you spend a week when you were in school?"

"I never kept track of it. Before I started drinking, I guess

(Continued on page 28.)



Joe is going to spend the rest of his life in this building with bars over the windows. Joe's parents never required him to "lift a finger." In his own words, "I just loafed all the time."

A Training Ground for CHRISTIAN LIVING

by James W. Carty, Jr.

You can count on the Carpenters to administer a helping hand in time of trouble. Here is a family who live their Christian faith.

NASHVILLE Sunday school class president and his wife, Mr. and Mrs. Miller R. Felts, phoned their class teacher, William F. Carpenter, to inform him that a relative had died.

The need to leave Tennessee immediately for the funeral in Illinois meant that the Feltses lacked time to conclude arrangements for the monthly class social put-together two days away. The couple asked Carpenter to complete details.

"The phone had hardly been returned to its cradle when Bill Carpenter walked into our home and asked what he could do to help with any personal affairs," Felts said in an interview.

"Whenever an emergency occurs, you will find Mr. and Mrs. Carpenter on the scene, ready to offer their aid and consolation.

"They do a lot of visiting in homes and hospitals. Whether sickness brings sorrow or a new baby brings joy, the Carpenters are there to share their sympathy and friendship. They mean so much to us at both the depressing and happy occasions."

The immediate Carpenter family consists of the parents and their two youngest sons, Richard Woodrow (Dick), 21, and John Albert, 14. William F. Carpenter, Jr., has just completed a naval tour, and he and his wife, Clare Anne Drowota Carpenter, the daughter of the Rev. F. Drowota, pastor of the Woodmont Christian Church, also live in Nashville.

The Christian home life of the Carpenters is a worthy example to the many Nashvillians who know them through church and other community contacts. The teaching of the Carpenters at two classes in Woodmont Christian Church helps a couples' group to strengthen family life and a college group to prepare for marriage.

Mr. Carpenter teaches the Seventies group, a class of married couples whose combined age is not supposed to exceed seventy. Mrs. Carpenter teaches college-age students and also joins her husband in per-

Bill Preston



The William F. Carpenter family enjoy looking through an album of photographs. In back of Mr. and Mrs. Carpenter are John (left) and Dick.



Bill Preston

Mr. and Mrs. Carpenter play a spelling game in the recreation room of their basement, while John and Dick prepare for a game of Ping pong.

sonal calls, in social affairs, and at other meetings of members of the Seventies group.

"The influence of the Carpenters helps stabilize the family life of our class," another member of the Seventies group said. "In the six years since we started meeting, only one family has broken up through divorcee."

There are between 140 and 150 active class members, and attendance averages ninety at the sessions each Sunday in the chapel where the group meets regularly.

Carpenter is a corporation lawyer in the firm of Carpenter, Goodpasture, and Dale, and his two partners are leaders in Presbyterian and Baptist churches in the community.

"I do not handle divorcee suits," Carpenter said during an interview at which various members of his family expressed how they apply their Christianity in home life.

"However, I usually arrive at court a few minutes prior to the calling of the docket for cases I represent. I have witnessed hearings which legally end many marriages.

"It is heart-rending to see people getting divorcees. The testimony and the charges husbands and wives make against each other indicate that they don't have the strength to overcome their difference. They will be unsatisfactory mates in second marriages and will end up in the courts again."

The Carpenters believe that families in which members are united in their religious life are less likely to have domestic difficulties. In his lessons from time to time he stresses family solidarity.

He devoted a two-month period in June and July, 1954, to teachings about the Christian home. The climax was an impressive ceremony in which wedding

music was played, and all of the couples present stated their vows before the minister.

The mock ceremony could have turned out to be corny or meaningful.

"It was one of the high points of my life," a class member said upon being phoned. "I was a little more detached than during my own marriage several years ago."

Felts took a poll of the couples who had participated, and each person said the occasion was a memorable and rich one, filled with value.

To see how much Carpenter's teachings were influencing the class members, I interviewed one of them about the special assignments devoted to marriage and the Christian home.

That class member said, "Bill Carpenter told us that parents stop their praying but teach their children to do it. He said it is fine for the sons and daughters to pray, but that the happy home is one in which parents also do much of the praying.

"He pointed out that too many times the women do all of the raising of children, and that not enough husbands share their time in helping with this responsibility. He explained how drinking, gambling and other habits contribute to the breakup of homes.

"He also contended that all the members of a family need to join together in some common recreation or interest or activity."

The Carpenters have a game room, which includes a Ping pong table, in the basement of their home. Their joint recreational and social activities largely center around Cedar Lodge, their camp home on a bluff overlooking Stone's River outside Nashville.

They open their camp home to groups and individuals. There are socials and day camps and many board meetings and other activities there.

All members of the Carpenter family get together for many joyful experiences at the camp. John does a lot of painting at the camp during the summer of 1954. Other members of the family helped also.

"We have fun working and playing together at the camp," John said. "The real joy has come from seeing how our joint labors have helped build up the place."

The Carpenters gladly offer their camp to their many friends and acquaintances. One man, recuperating from an illness, and his wife spent a week there.

Mr. and Mrs. Carpenter and their sons are equal at home in discussing current events, philosophy, religion. One day when I called to find out some supplementary information about the family, Mr. Carpenter was reading William James' book, *Varieties of Religious Experience*.

Carpenter possesses all the volumes released of The Interpreter's Bible. His research, his study of background information, and his knowledge of the Bible help him spell out great truths for his classes. They also serve as a guide to his living.

"Religion integrates our family," said Dick, a senior at Vanderbilt University in Nashville. Upon completing his work, he has a tour of the navy to complete. As yet he has not decided upon his career. His oldest brother is a senior in Vanderbilt law school.

He continued: "It ties us together through giving standards, ideals, and attitudes. They serve as the basis for sharing so many experiences together and for uniting us into a happy unit."

Dick described some of the family standards as belief in the good, humility, friendship, kindness, consideration for others, and honesty.

"By going to church, people gain value from worship," Dick said.

"Church going should be a regular habit. When a person has a deep, personal religion and relationship with God, as I believe all should have, Christianity becomes a meaningful and basic ingredient of individual and family life."

The Carpenters believe that their home is a valuable training ground for democratic living, and that cooperative planning and decisions extend into the community.

"We have different temperaments and opinions, but we share decisions and responsibilities and experiences," Mrs. Carpenter said. "Experiences in home and church life and our faith in God and his purposes have helped keep the family closely knit."

"Each of us has respect for different opinions of the other members of the family as well as those of other people," Carpenter said. Consideration for others is the basis for democratic participation in family, social, religious, recreation, and civic life."

The result of letting their sons join in discussing family affairs, Carpenter said, has been a vital interest on their part in the welfare of the group.

"We have had no big problems," Mrs. Carpenter said. "Like all families, there have been a few unpleasantnesses, but these have always dissolved quickly. Each member regards the family as a source of strength."

"When the boys were young children, we believed in spanking them sometimes. It cleared the atmosphere, kept their respect, and made the situation happier. We haven't believed in letting the chil-

"If anyone doubts my veracity, I can only say that I pity his lack of faith."

—Raspe

dren take over, but we treated them with consideration and created mutual respect.

"We didn't laugh at or encourage bad or ugly things."

There always have been some rules and regulations as there are now. For example, when we are away from home, we all phone in so that someone knows where the others are.

"When one of the boys failed to call, we didn't pounce on him as soon as he came in and ask why he failed to phone. We gave him a chance to explain, and there usually was good reason."

"Christianity has meant guidance, inspiration, and a power to handle any situation. Being a Christian citizen in home life has helped unify the home."

"I never have been much of a joiner, and don't belong to a lot of clubs. My church and my family mean a lot to me," she said.

Mr. and Mrs. Carpenter are versatile and have made many contributions to the total church program. She formerly was teacher of the fourth-grade group, council president, circle leader, choir member, and a deaconess. She has played the piano for different programs during the years.

Mr. Carpenter, now an elder, helped organize the church ten years ago and was first chairman of the board. He was president of the men's club in 1953, when it raised \$38,000 as a birthday gift, on one of the two annual money raising drives, to help reduce the indebtedness of the church plant. He was chairman of evangelism during 1954, when 100 members were taken in the first six months of the year.

As I went out into the yard, with its lovely flowers and neat lawn, I noted the beauty that extends from the home into their part of God's world.

Bill Preston



The Carpenters with their three sons and daughter-in-law, Clare Anne, attend services at Woodmont Christian Church. Clare Anne's father is pastor of the church.

Money Money Money!

photo by erb



The home is the best place for children to learn the value of money.

THE successful handling of money is best taught at home," said an educator who has taught and introduced courses in money management in high schools and colleges. "The school can help with theory, but cannot give the practical training that the home can, if it will," he says.

I have heard parents say: "I don't want to bother my child about money. He can struggle enough with those problems when he is grown." Undoubtedly, such parents do not realize they are teaching children daily about money in their disregard for how the children spend it. Also, chil-

dren absorb much without formal teaching; so parents in their family living are teaching about money without realizing it. Indulgent parents, who think they are being kind by giving children anything they ask for, are doing harm to their child and causing heartache for the child and themselves later.

From experience as a mother and as a teacher, I believe that as soon as children can count and distinguish different kinds of money, they can learn to handle money successfully. As they grow, they can develop in this knowledge, too. Handling money is so

important to everyone in family life and in business. "Money at the bottom of so much marital trouble and divorce."

"The love of money is the root of all evil, not money itself," an important motto for the parent to keep in mind when teaching children about money handling. If a parent considers money in terms of what it will buy in value, either as it is spent or as it is saved for buying security, he will be able to pass that attitude on to the children. There will be little danger of hoarding for hoarding's sake. When we recognize that money is God's and is only lent to persons for their use, we avoid miserliness.

A child cannot grow up without some understanding of money. He learns whether *money is mastered* at his home, or whether *it is mastered*. Children can share in family budget making, and they learn that when means are limited, they must be used so each gets his fair share for what is needed first. This may prevent family friction when children realize why they cannot do or have certain things.

Allowances can teach much about money handling. A mother of four children, now grown and successful in marriage and business, says that her children received allowances from the time they went to school. At first the amount was small. It grew as the children

The allowance was carefully obtained to the children, with the understanding that it was theirs to manage. It was understood and agreed that if the allowance did "stretch," no more would be given until the next allowance came.

The children went shopping with the mother, and she compared prices with them. She says the supermarket is a wonderful place to do this, for you can take your time to show the children what can be bought for the same amount of money and the different sized containers, brands, and prices. At first the children helped with the help of the mother, who handled the money. They practiced changing money at home, and then they were given money to shop on their own.

Mail order catalogues and consumer guides can be studied and prices compared. It can be fun, almost like a game. When the mother went shopping with her children, she did not criticize foolish buys, but the child was shown how he could get better value for the same amount of money.

The children were not forced but were encouraged to save a part of each allowance. The savings were for long-range plans for college and for such immediate satisfactions as vacations, camps, treats, clothes, and gifts. They also tithed for church school and church, thus learning they were really stewards of God's property. They put God's tenth aside first.

The idea that you cannot get something for nothing, in spite of the quiz shows, can be repeated and demonstrated until it is part of the child's character to know that you pay in one way or another for all you get.

One parent says, "Nothing teaches a child the value of money like earning it." Good ways for children to earn money are paper routes, running errands, cutting grass, washing cars, weeding, and baby sitting.

A thirteen-year-old only child in a family where money was plentiful was inclined to be extravagant. When she ran out of her allowance before the time was

up, her mother always gave her more, so that the allowance was useless. Her mother had to go to the hospital, and the father found out what was going on. He told the girl her allowance would have to be managed to take care of her needs, as there would be no more money until the time was up. To get some things she wanted, the girl took care of children for a neighbor at 50¢ an hour. When she came home with \$1.50 after an afternoon of strenuous baby tending, she said to her father with the air of one making a discovery, "I never knew money was so hard to earn." This girl learned the value of money. The demonstration was worth more than nagging and scolding.

by Esther Miller Payler

When Benjamin Franklin was seven years old, he spent his birthday gift of two pennies for a whistle without asking the price, and he paid more than it was worth. He never forgot this lesson, and in his *Poor Richard's Almanac* he was always stressing thrift. Many of his sayings are now household expressions, such as "Small leaks sink a ship," or "A penny saved is a penny earned."

You can be a real help to your children, if you start to teach them the handling of money when they begin school. Let the practice of it grow with them, so that they may manage money successfully, accepting it as a stewardship from God, of importance in their marriage and in their life work.

—Eva Luoma



Many older boys and girls find that baby sitting is a good way to earn extra money.

Someday

GERALD

Will Skate

*From: The National Society for Crippled Children and Adults
11 South La Salle Street, Chicago 3, Illinois*



IT'S fun being five, for then the world is made up of wonderful things.

Gerald is five, and he's one of the happiest young men around. His dreams are that of any five-year-old, but you'll find his shining brighter than many others. Gerald knows that when he becomes a teen-ager, he'll be able to bowl and skate like the rest of the boys.

It'll be a big accomplishment for Gerald. Three years ago he could scarcely crawl. He was born with a crippling condition which kept him from using his legs. But his determination wasn't crippled. Neither was his broad grin.

Gerald is the third of four children. He was an apparently healthy baby during his early months. When he tried to stand, however, it was obvious that his legs were not functioning properly.

His parents waited for a few months, hoping he'd show some improvement. In the meantime they heard of their local Easter Seal Society which operates a clinic and treatment center through Easter Seal funds.

When he was 18 months old

All of these children are receiving care through Easter seals. The small boy (above) gets therapy treatment to strengthen his crippled legs. The other two children, who are deaf, are learning to talk and to distinguish sounds.

rald went with his mother to the center for the first time. After rald had had a careful examination, the center's medical director told Gerald's mother that her son needed physical therapy and possibly other care and treatment in order to help him walk.

His family was greatly concerned about the financial responsibility imposed upon them. Cost of care that Gerald needed was almost impossible to meet; but the Easter Seal team of highly trained experts was ready and available, and Gerald's long and painstaking course of care and treatment began.

For Gerald the most important person at the center is the registered physical therapist. It is she who gives him exercises and who teaches his mother to give them at home. There are exercises to help him fall without hurting himself. There are others to teach him reciprocal leg motion and many more exercises to strengthen weak muscles and to train others to take over unaccustomed tasks.

Gerald's progress has been steady and consistent. It was a milestone in his life when he was able to stand upright in the special long braces with which he has been fitted. It was another when he learned to put one foot in front of the other, supported between parallel bars. It was still another when he graduated from the bars to a bright new pair of chrome crutches of his own.

Gerald's other friends at the center include an occupational therapist, a psychologist, and a speech and hearing therapist. He has met all of them to make sure he is receiving every possible treatment he needs. Fortunately, his speech is good. He uses his arms and hands as well as any child his age. The psychologist reports that his intelligence appears to be somewhat above "average." Next year he will probably go to school with his brother and sister.

Gerald is an integral and participating member of his family and neighborhood. When the family sit down to an "everybody singing" night, Gerald's voice rings out above the rest.



This small girl wearing leg braces is being supervised at the therapy table.

When you buy Easter seals, you help crippled and other handicapped children to receive needed medical care.

In the back yard he offers stiff competition to the neighborhood youngsters who invariably gather there to play on the sturdy equipment which Gerald's father has built to help him strengthen his legs. It's hard to beat Gerald on the monkey bars or rings.

Gerald picks up his own clothes and helps with the household tasks. He dresses himself and sometimes pretends he's "Daddy" when his baby brother must be fed. He goes to church with his family—and every place else a little boy can go.

Still, he is just one of the family's children. No distinctions are made because of his handicap. Gerald receives the same discipline that his brother and sister receive.

"The world won't make allowances for his handicap," his mother says. "It is kinder for him to learn that lesson from us. We're helping him to know that

life will mean many disciplines and that his braces and crutches are, in a sense, just one of them."

Today, walking with braces and crutches, Gerald stands as a symbol of crippled children who are helped by Easter Seal services across the United States and in Alaska, Hawaii, and Puerto Rico.

Tomorrow, Gerald hopes to make his contribution to the nation as an independent, useful adult. Doctors have predicted freedom from crutches and braces and the necessary strength to bowl and skate by the time he reaches his teens.

You have helped Gerald through your Easter Seal contributions, and you can help many others like him by giving to the Easter Seal campaign in your community today.

Dates for the 1955 Easter Seal Appeal are from March 10 through Easter Sunday, April 10.

My Friend Death

by Elizabeth Bailey

WHEN I first came to this room, I was four years old. My bed then was a solid cherry one Father had bought when brother Eddy was three. Now it is a hospital bed that goes up and down, but it still faces the door leading to the kitchen. From it I can still see the coals glowing in the Franklin stove and hear the peaceful murmur of the fire.

All about me, then, as now, surged the vitality of a big family. The cooking, the baby tending, getting children off to school and the men off to work, the gathering and laying away of food for winter—all the wholesome, homelike things that have been done in this house for almost a hundred years.

"Martha and Ellen are coming at eleven, and I'll ride back to town with Tom," my oldest daughter, Emily, says, coming to the door. She is a tall, healthy looking woman, neat in her worn tweed and overshoes. "Tell Martha Dad's dinner is all ready, and there's rice custard in the refrigerator."

Her casual glance in my direction does not mislead me. I know she is noticing how much food I have eaten from the tray, how far off the pain is, and all the little things a loving eye takes note of in caring for a beloved sick one.

At eleven I hear Tom's car and the kitchen door shut as Emily goes out to ride back to town with him. Then two-year-old Ellen is in my room. "See, Gamma, new mittens!" She holds up red mittens her mother has knit for her.

"Grandma wants to sleep now, darling, and it's time for your nap." In Martha, leading her daughter upstairs, I see myself twenty years ago. Just so have I led mine to that sunny upstairs nursery where the big oak trees touch the windows, and in spring you can look down on brown nests and blue eggs.

But Grandma does not sleep. She lies there reviewing a lifetime and trying to find, for the possible benefit to others, why it is that she can sustain with quite reasonable placidity, a terrible sickness and approaching death.

The credit lies, not in my own power or achievement, but in two things that were taught me by my parents. To these two teachings I attribute a happy, useful life and the ability to meet death with composure.

One of the first lessons came when I was nine years old. Grandmother Bailey had always lived with us,

not as a dependent relative, though she was that, but as the revered patriarch of the family. One summer evening as I sat on a stool holding her yarn, the knitting needles fell to the floor, and she fainted. Her white head tipped back against the high-backed rocker with a picture of a ship on it. A month later she died. She had cancer, just as I have, but mine is a slower kind.

None of us ever had much money, though we have always been self-supporting and able to pay our debts; but Grandma's sickness came at a bad time. Father was clerking in the store, the same store now owned by my husband and in which our two sons do in-law work. There were five of us children. My baby sister was just ten days old. It was a heavier load than mother could carry alone.

Aunt Lizzie lived twenty miles away. Although this was in horse-and-buggy days, Aunt Lizzie was there by nine the next morning. She was a tall, brisk woman with a Scotch accent, like father's. When the children found her a much stricter disciplinarian than Mother.

"How will John and Robbie manage without you, Lizzie?" Mother asked anxiously.

"They are able bodied and well. They will manage," Aunt Lizzie answered, and stayed until after the funeral.

This was one of many examples the years provided me. Through them I learned how a family should stand together. My family now is sacrificing much to help me in this which will be my last illness; but just as sacrifices I made in the past for them strengthened me, so will what they are doing for me now make them better men and women and set a proper example of family solidarity for their children.

Against the world and the misfortunes life may put upon us, we need a bulwark. None of us is strong enough to stand alone, but to all of us two sources of power are available.

First, there is the strength we derive from faith in our Eternal Father. Second, there is family loyalty. I am ninety—too old, too sick to mince matter or to prevaricate—I tell you truthfully, if you will cheerfully and courageously hold firm your family, if you will believe in the Lord and follow his way, your life will be fruitful and happy. At the end you will find Death, as I am finding it, not an enemy but a friend with whom you have a tryst for immortality.

Worship in the Family with Children

Theme for April: **GLAD FOR SPRING**

A WORD TO PARENTS

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service daily in your home, some of the materials here may be used at that time. If you use *Secret Place*, you may find that some of them fit into the meditations in that booklet.

A Bible Verse

“Lo, the winter is past,

.....
The flowers appear on the earth,
the time of singing has come.”

—SONG OF SOLOMON 2:11-12.



To Use with Younger Children

Glad for Spring

This morning when I awakened, there was a little bird at my window. He was singing so merrily and gaily. I sat up in bed very quietly so I would not make a noise and frighten him away. As I listened to his song, I watched his throat move. I wondered how he could sing such a pretty song. I wondered why he was singing. Was he glad it was spring, too? I wondered.

The sun was just coming up over the hills. How red and bright and beautiful it was. It moved rather fast, it seemed to me. The sky looked pretty. I felt like singing, too. I wondered about the sun and how it makes everything bright and pretty.

I looked at the grass. It was green. It was short because it was new, but it was pretty. Then I looked at the tree which is just outside my window. It had tiny green leaves on it. They were new, baby leaves. I wondered about the grass and trees. What made them green? What made them grow?

Mother came into my room, and I asked her. She said, “That is the way God planned for life in spring. No one knows just how he did it. No one else can make things live and grow, but we can help to care for them. We know that the sun, the rain, and the air all help to make the grass, the trees, and the flowers to grow, but we do not know exactly how. We do know it is all a part of God’s good plan for the earth.”

“I am glad for spring and for God’s good plan,” I said.

“Yes, so am I,” said Mother. “Now, get dressed and come downstairs. Your breakfast is ready.” I got dressed and went downstairs. When I sat down at the table, I said, “Thank you, God, for food. Thank you, too, for spring. Amen.” While I was eating breakfast, Mother and I talked about all the things we like about spring. Mother said I could make a spring poster for my room. She gave me some magazines so I could cut out the pictures I wanted for my poster. Mother wrote down some of the things I like about spring. Maybe you can find pictures of some of them and make a spring poster, too. If you hang it in your room, it will remind you of God’s good plan for spring.

Here is my list:

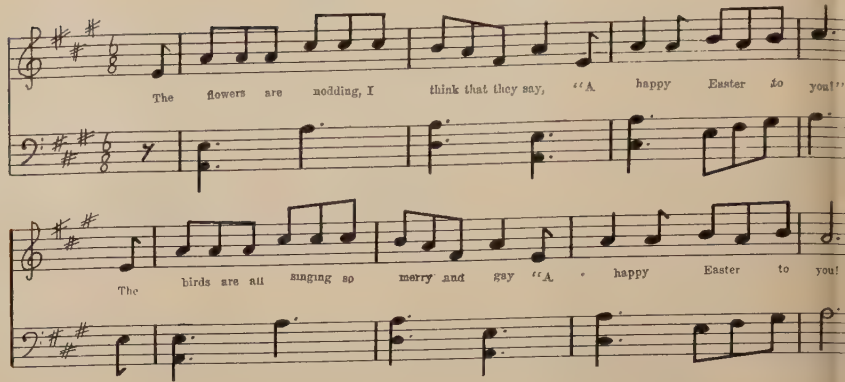
sunshine
trees
flowers
birds
rain
Easter

A Prayer

Dear God, I am glad for spring. I like the birds. I like the flowers. I like the trees and grass. I like the rain. There are so many things I like in spring. Thank you, God, for spring. Amen.

Happy Easter

WORDS AND MUSIC BY KATHLEEN NOBLE



To Use with Older Children

It's Spring Again!

It's spring again! How do we know? Here are some of the ways we know:

The earth is beginning to turn green with grass.

The crocuses are beginning to push their way through the ground.

The birds have come back and are building their nests.

The farmers are beginning to make gardens.

(I'm making a garden, too! The earth smells fresh and clean when I spade it.)

Little green leaves are coming out on the trees.

The sunshine and the air feel warm to my skin.

Everything looks so bright, clean, and fresh.

(I look for rainbows after the rain!)

Can you add to this list some things you have seen which make you know that spring is here again?

It's Easter, Too!

Springtime makes us think of new life. We see new life almost everywhere we look. Springtime makes us think of Easter. We remember Jesus and the joy he brought to his friends on that first Easter long, long ago. You will want to read the story of the first Easter in your church school book. Here is a poem that may express your feeling about Easter.

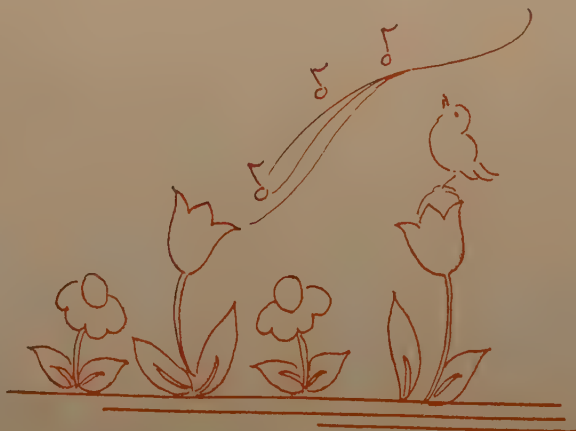
I'm Glad

I am glad the lilies bloom
With petals soft and white;
I'm glad the golden sun is up,
Shining round and bright.
I'm glad the church bells sweetly ring,
Pleasantly and gay;
I'm very glad that Christ arose
And gave us Easter Day.

—Ollie J. Robertson

O sing to the Lord
a new song,
for he has done
marvelous
things!

—Psalm 98:1.



"He has risen, he is
not here; see
the place
where they
laid him."

—Mark 16:6

For Family Worship

all to Worship: "Lo, the winter is past;

The flowers appear on the earth,
the time of singing has come"

—Song of Solomon 2:11-12

ong: "'Tis God Who Sends the Spring" (or select a favorite hymn
of the family)

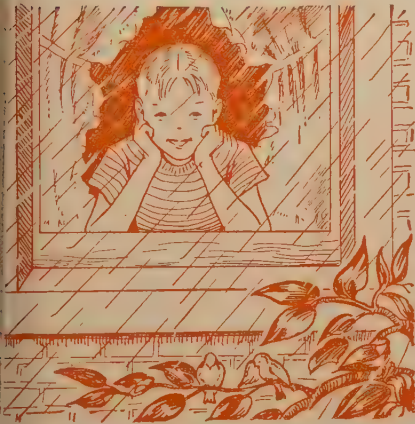
ayer: "My Springtime Prayer" (on this page)

oem: "Rain" (on this page) or "I'm Glad" (on the opposite page)

editation: Father or Mother or some other adult might guide the
meditation, using some of the material on these pages of resources
for worship, especially the parts "Glad for Spring" and "Glad
for Easter."

ong: "Happy Easter" (on opposite page)

ayer: Use one of your own prayers or the one on the opposite page.



My Springtime Prayer

God, our father, we are glad for spring. It makes us happy to see the grass beginning to grow and the trees beginning to bud. We like to see the birds coming back after the long winter and beginning to build their nests. We like to watch the rain and the clean brightness of everything after the rain is over. The new life in spring reminds us of Easter. We think of the story of Jesus. We are glad, God, that you sent Jesus into the world to show us how to live. We are glad you planned for life in spring. Thank you, God. Amen.

Rain

The raindrops trickle
Down the pane
Like crystal beads
Upon a chain;
The Lord sends rain,
The silver rain!

White daisies dance
Along the lane,
New grass is sprouting
On the plain
Because of rain,
The silver rain!

Our elm puts forth
New buds again,
The fields show strips
Of corn and cane.
Thank God for rain,
The silver rain!

—Nona Keen Duffy

'TIS GOD WHO SENDS THE SPRING

Arranged from EL HERNWART'S COLL.

MENDELSSOHN

1. I'm ver - y glad the spring has come, The sun shines out so bright; The
2. I love to see the pret - ty flow'rs That rain and sun - shine bring; When
3. God must be ver - y good in - deed Who made each pret - ty thing; For

lit - tle birds up - on the trees, Are sing - ing with de - light.
all things seem just like my - self So glad to see the spring.
flow'rs and birds and sun - shine say 'Tis God who sends the spring.

I WISH we knew a new game to play," Betty said to her brother, Bobby.

"So do I," Bobby agreed. "Let's make up a game."

"Let's!" Betty exclaimed. "The games you and I make up are the most fun of all."

"Everything else is new in spring," said Bobby, "so we ought to have a new game to match."

"Even the lilacs here in the front yard are new," Betty answered. "There were only a few blossoms the day before yesterday."

"Hurrah!" Bobby's eyes sparkled. "That gives me an idea. Let's play a lilac game."

"That sounds like fun. How do you play it?"

"We'll cut two big baskets full of lilacs," Bobby explained, "and take them to all of our friends. Just think how surprised and glad they'll be when we knock at their doors."

"Ye-es," Betty began doubtfully, "that would be fun, but we promised Mommy we wouldn't cross the street while she's downtown."

"That's right," Bobby said, "We did, and we must keep our promise. Oh, dear, that spoils our game."

"I have another idea." Now Betty's eyes sparkled. "Let's cut the lilacs as you said and stand on the corner in our very own block. We'll give a bunch to everyone who comes along."

"Fine!" Bobby smiled. "Maybe we'll have a lot of adventure. Let's run into the house and tell Grandma."

Their grandmother thought the children's idea a fine one, and she helped them cut two baskets of the beautiful flowers.

The first person who passed was a young woman.

"We'll take turns giving out lilacs," Bobby whispered to Betty when they saw her coming. "You may have first turn."

"Lady," Betty said, "would you like some lilacs?"



The Lilac Game

by Annie Laurie Von Tungeln

"I'd love a sprig," the girl answered with a smile. "They smell like spring itself." She looked at the flowers.

"I'll take these purple ones to wear on my pin blouse," she said. "Thank you very much."

When she crossed the street, she waved and gave them another big smile.

"She's the most beautiful lady I ever saw except Mommy," Bobby said.

"I think so, too," Betty agreed.

Next, they saw a cross-looking man coming the way.

"What do you mean by cluttering up this public street?" he shouted, glaring at Bobby.

"We have lilacs, sir—" Bobby began, a little frightened.

"I won't give you a cent. I don't like flowers anyway."

"We aren't selling them," Betty explained, "We're giving them away."

"Well, I might give you a nickel apiece," the old man said, "just to get rid of you."

He reached into his pocket as though he hadn't heard a word Betty said. "Here you are," he said gruffly, giving each of the children a coin, "and don't ask for a penny more. That's more than they're worth."

"No, thank you," the children answered, handing the money back to the old man. "You didn't understand. We're giving them away."

"What?" he almost shouted. "Giving them away? Why on earth are you doing that?"

"'Cause we want to have fun," Bobby said.

"And make people happy," Betty added.

The old man burst out laughing. "Well, well," he said slowly. "God bless you, my children."

He took a bunch of white lilacs and hurried on.

"I said we might have some adventure!" Bobby exclaimed excitedly.

"I was scared for just a minute," Betty said.

"He looked a lot nicer when he smiled, didn't he?"

(Continued on page 28.)



Susan liked to play with her dolls.

The Big News

by Louise Price Bell

*It wasn't a new puppy or a new
kitten that came to live at
Susan's farm. You'll find out
what it is, if you read this story.*

SUSAN lived in the country. She did not have any other little girls to play with, but she did have plenty of animals for friends.

There was a big black and white cow who ate green grass in the fields and gave the family rich, creamy milk.

There were dozens and dozens of brown hens and dozens and dozens of white hens and dozens and dozens of speckled hens. Susan like to help her daddy gather the big white eggs from the hen's nest. She liked to eat the eggs, too. They were good.

Sometimes there were many fluffy yellow chickens, too. They looked like tiny balls of silky yellow yarn just like Mother once used to knit a sweater for Susan.

Then there were the big, fat pigs who were almost always dirty. Susan like to feed them, but she did not think they were pretty. They were much too dirty to suit her.

Susan had a kitten which was very white. Her name was Snowball. She was always washing her soft white fur.

All day long Susan kept very busy. Sometimes she played with Snowball and with her dolls. Sometimes Daddy let her ride on Spot's safe, broad back. Sometimes she sat on a little stool and watched Frank, the helper, milk the pretty brown and white cows.

Susan like to see the white milk spurt into the big pails and make bubbles. And she liked to drink the warm milk from a paper cup. Whenever she went to the barn to watch Frank milk, she always took a paper cup. Frank knew what that meant, but he always made believe he did not know.

"Well, Susan," he would say, "what are you going to do with that paper cup?"

Susan would smile and shake a chubby finger at Frank, "Now Frank, you *know* what I want."

Frank would chuckle, milking away as hard as he

could. "Now what in the world will you do with a paper cup here?"

"Oh, Frank," Susan would pout. "You know that I want some nice warm milk in my cup." Then she would get off the little stool where she had been sitting and go over to Frank. He would dip carefully into the pail and hand Susan her cup, almost full of rich, creamy milk.

"That's what makes you such a strong little girl," he would say as he went back to his milking. "Milk is a fine drink . . . a very fine drink indeed!"

One day Susan did not come to the barn with her little paper cup. The next day she did not come either.

But the next day, just as Frank had started to milk, down the path from the white house scampered Susan. She had a paper cup in her hand, and she was waving it in the air. She was all out of breath when she got to the barn. She sat down on her little stool and panted and panted. Her face was red from running.

"Well, Susan," said Frank, "I missed you yesterday, and I missed you the day before. Where were you?"

By this time Susan had stopped panting. Her face was not quite so red. She got up from her stool and walked over toward Frank. She looked very, very wise. Her eyes were very big and blue.

"Frank," she said excitedly, "I have some wonderful news. I didn't come to the barn yesterday, and I didn't come the day before because I wasn't even home. I was visiting Aunt Patsy, and I just came home last night. Aunt Patsy brought me home."

"That's nice, Susan, but it doesn't sound like such wonderful news to me," grinned Frank. "You often visit your Aunt Patsy."

(Continued on page 28.)

Your Child's Emotional Needs

PUT yourself in the child's world! A few years ago a leading magazine featured a series of pictures showing adults in giant-size rooms in an attempt to make adults understand how a child feels in the adult world. Important as the physical bigness of the world is, how much more important is the way in which the giants who inhabit it behave! The little child is cuddled and loved by his mother one moment, and berated and scolded by her the next. One day she smiles when he tries to eat the flowers on her new spring hat,

photo by erb



It is important that parents understand how a child feels living in a world of "giants."

and the next day she spansks him for it. Grandma accepts and smiles at one action, and parents glare at the very same one.

Children who are loved and wanted and made to feel secure usually try to please and to conform to adult standards; but the unhappy, frustrated child is the one who is confused by parental standards, frightened by the hugeness of the world, and not given sincere love and affection.

We know how children feel by their actions. They are not yet skilled enough to communicate their feelings through thoughts and words. They are, however, uninhibited in acting just the way they feel. One psychiatrist says that their behavior can best be understood in terms of the child's attempts to fulfill his normal physical, intellectual, and emotional needs. He says that it is quite clear that the ones which contribute most to a child's feeling of well-being are his emotional needs. A child *can* get along without adequate clothing, food, rest, and education. When his emotional needs are not met, however, an unhappy child is the result—one who exhibits his unhappiness in what adults term "misbehavior."

If a child's emotional needs are so important, let's take a look at the most basic ones. Parents need

to understand them if they hope to meet them.

1. Perhaps the most fundamental emotional need of all children is *affection*. Present baby care emphasizes the place of loving and cuddling the youngest baby (in sharp contrast to the old "hands off" rule). This encourages parents to give their child the love that he needs daily throughout his life. Some parents do not believe in love—they are afraid to give it to their children because they have the foolish idea that love spoils children. Nothing could be farther from the truth! By withholding love parents increase the craving for it. The unhappy child who craves love will seek it elsewhere. Once he gets what he seeks, he won't have to seek it so strongly, and he will be free to grow. The happy child is one who has had the amount of love and affection which he needs.

2. Another basic emotional need for all children is *security*. For adults who are harassed by such problems as the fluctuation of the business world, the balance of power in the U.N., and the security of their own job, their Christian faith can provide an immeasurable amount of security. Your children, however, learn this faith only through faith in their parents. There is no substitute for

the concrete security of family life. It is in the family that the child is accepted as himself for whatever he is worth. It is in the home that children learn to face and to cope with the realities of the world: time, the facts of the mechanical and physical world, the varieties of personal reactions, and, not least of these, the reality of his own feelings, however they may compare with ideals.

The test comes when he begins to take his place outside the home. He must learn that he can gain a similar sense of belonging and warmth in other places. The happy child is the one who has had the experience of security in the family group at home.

3. The third emotional need which contributes to happiness in children is *independence*. We smile at our toddlers when they first discover their ability to be independent and say "no." This is a normal part of a child's development. For genuine happiness the child must feel adequate to the situations which confront him, and he must receive recognition from the adults and contemporaries in his world. The unhappiness which results when a child is not allowed to increase in independence forces him into some form of "bad behavior" to compensate.

4. Finally, children need parents who administer a reasonable amount of *authority* over them. With "progressive education" many parents have thought that complete liberty and freedom for the child was being recommended. This is not so. Many children who have not learned authority in the home are the ones who present problems to social agencies today. Authority can be harmful, but not if parents set limits that are reasonable, understanding, and just, and if they are based upon a good emotional relation between adult and child.

It is important for us to remember, as we try to fill these emo-

Children don't have to tell you how they feel. Their actions and attitudes reveal their emotions.



J. H. Staby

tional needs in our children, that each child, in attitudes and actions, reflects experiences which happened to him while he was very young. No matter how hard parents try to mold their child into a happy one, or, at the other extreme, leave him "to grow by himself," much of what the parents are will "rub off." Whether it is good or bad, the influence of the family will shape the ultimate development of the child. A happy family is the one institution which can furnish the wholesome, intimate affection and sense of belonging upon which little children thrive best. To this we all readily agree. Perhaps, however, it would be wise now to look at two families whose friends characterize them as happy, and see what we can observe.

John and Jane have made the Christian faith the center of their life. John teaches religion in a college. He is satisfied in his job, and is not concerned about "getting ahead." He wants to do the best teaching of which he is capable.

John and Jane's faith has been sufficient to carry them through early married years as students when money was scarce, but fellowship with other students made life rich and full. They have faced an average number of crises

in their young married life, but their faith has been responsible for their relaxed, easy-going manner of living and dealing with their two young children. John has to spend many hours each week at his job, but he is not too busy to romp with his children and to allow them to experiment with materials, ideas, words, and play so that they can develop self-control and independence.

John and Jane will do a fine job as young Christians, in making their faith real in the lives of their youngsters, both through teaching, family worship, and the quality of life which they lead. More than that, their faith has made them into the kind of people who can give their children the fine balance between freedom and control so necessary to young lives.

Dick and Anne are approaching middle age. Their two children, Susan, ten, and Bob, thirteen, are very different. Bob probably will be fine in some mechanical or scientific work, but as he has approached adolescence, he has been anti-social, disinterested in school, and a problem to everyone. Susan, on the other hand, is the sort of sweet, sincere, bright, creative child of which every parent dreams.

Dick and Anne have had a difficult time creating a family spirit

with those two children. Yet their efforts seem to be producing results. To those on the outside it seems to be because Dick and Anne have loved each of the children very deeply for their own good personalities. Their loving hasn't stopped with perfunctory displays of affection. It is extended into every aspect of their family life. Dick and Anne are both busy people, concerned about and active in community affairs; but they have spent time with their children—having friends in for picnic sup-

pers, sharing their modest home with visitors from other countries, planning especially nice things for others that they could do as a family. They have family worship. They discuss one of the children's church school lessons together as a family. Problems for one member have been problems for all.

Dick and Anne have been wise enough not to force these activities on the children. They have been sensitive to the temper tantrums, the rebellions, and all the things

that plague every family. They have worked with each child as was ready. They have had so much fun together, however, that, with understanding acceptance when the child was unhappy, he soon joined the group.

These two are unusually fit families; but it is not impossible for your family to be just as happy. An unshakable faith, sincere love for each child, and willingness to spend time learning how to manage your children are the chief requirements.

Study Guide

The purpose of this session is twofold: First, it is to help parents realize what it is that makes a happy child. Pleasure in new toys, ice cream cones, and pretty clothes is certainly not true happiness. Second, it is to give guidance to parents about what it is that contributes to making a home genuinely happy.

Leader's Preparation:

1. Study the accompanying article, "Your Child's Emotional Needs" and see that members of the group all have access to the article for reading and studying, too.

2. Go to your church library and the public library and look up books that would be helpful on this subject. Some titles to look for include:

New Ways in Discipline, Dorothy Baruch

We, the Parents, Sidonie Gruenberg

Understanding Your Child, James L. Hymes, Jr.

Christian Happiness in the Home, F. W. Wiegmann.

The Family Lives Its Religion, Regina Wieman

Also check to see what pamphlet materials are available. Two older, but still helpful, ones are:

"The Home and Christian Living," Percy and Myrtle Hayward (The Westminster Press, 1931, 75¢)

"Growing Together in the Family," Leland Foster Wood (Abingdon Press, 1935, 50¢)

From the Bureau of Publications, Teachers' College, Columbia University, New York City, for 60¢ each you can secure:

"Being a Good Parent," James L. Hymes, Jr.

"Getting Along in the Family," Jane Mayer

Other sources that offer very inexpensive but excellent pamphlets are:

New York Committee on Mental Hygiene, 105 E. 22nd St. NYC
Public Affairs Committee, Inc., 22 E. 38th St., NYC.

Write to them for their most recent titles. Encourage the members of the group to do some reading before the meeting if possible, and certainly as a follow-up.

It would be good to adopt a library as a project so that parents will have access to good books as they need them. See that titles such as these are available in your church library. Or, perhaps the members of the group would each like to buy one and then pass it around at each meeting to be read by others. Books of this nature should also be in your public library. If they are not, submit a list of books to the librarian as a suggestion for future purchases.

3. Take some time to think about the members of your group and their needs. If they are a deeply religious group, as a whole, perhaps you would like to take more time to discuss the emotional needs of children with them. If they are well read in current child psychology, perhaps it would be more important to develop with them the religious activities of a happy Christian family. If the group has many types of parents, see that all their points of view are expressed.

Plans for the Session:

1. The leader should begin by making a summary presentation of the article, either himself, or by means of a panel presentation.

2. Select one or more of the following procedures for the discussion part of your program:

a. Draw from the group, by discussion, the factors that characterized the families in the article as happy and Christian.

b. Divide into work groups and plan some family activities that would

(Continued on page 27.)

When Children Come with You

Plan to have a leader who may:

Conduct a Story Hour. Suitable stories may be found in this magazine, in the primary and junior church school story papers, or in books borrowed from the public library, the school or church library.

Guide in Making Articles. Suggestions are frequently found in this magazine, as well as in church school papers and in books such as *Holiday Craft and Fun*, by Joseph Leeming; *Here's How and When*, by Armilda Keiser; and *The Ding Dong School Book*, by Dr. Frances R. Horwich and Reinald Werrenrath, Jr. A missions project could well be started, which might be continued in the home. For information, Baptists write to Miss Florence Stansbury, 152 Madison Avenue, New York; Disciples, to Miss Carrie Dee Hancock, 222 South Downey Avenue, Indianapolis 7, Indiana.

Direct Games. Suggestions will be found in previous issues of *Hearthstone*, and in books such as *Games for Boys and Girls*, by E. O. Harbin and *Children's Games from Many Lands*, by Nina Millen.

- unite a family, and would be fun:
 - for a family with nursery-kindergarten age children
 - for a family with primary-junior age children
 - for a family with adolescents
 - for a family with mixed ages
- Then ask the group to evaluate their suggestions with such questions as:
- Will a child of this age really enjoy it?
 - Will the activities use the creative, imaginative urges of children?
 - Will it be a healthy outlet for excess energy?
 - Will it contribute to building family spirit, and happiness?
- c. Plan some role-playing of a family council situation. Select the players at the meeting just as they are to begin these extemporaneous dramatizations. Give them only brief instructions such as these:
- Junior-high age sister wants her first

long dress for a junior-high dance at which dress is optional. Primary-age brother wants to go to camp this summer. Mother returns from Women's Missionary Meeting enthusiastic about increasing their pledge for missions. Father acts as moderator in a sympathetic way as family works out the spending of a limited amount of money.

- Junior-department girl comes home from church school suggesting that the family begin devotions. Mother is sympathetic, but father has a skeptical attitude. He feels that it would take too much time and that the children are too young. Younger brothers, five and seven, are old enough to be educable if the family approaches them in the right way.

Then ask the group to evaluate the family interaction with such questions as:

- Did the family council contribute to the happiness of the family?

—What factors in the parent's approach indicated that they were or were not trying to build a happy home?

- Did the children reveal personalities in which the basic emotional needs have been met, or ones in which they didn't seem to be met? How can you determine this?

- d. Show the filmstrip, "A Harvest from Holidays," showing how one family made use of special occasions to enrich their home lives. Use the discussion guide accompanying the film.

3. After there has been ample discussion, bring the meeting to a close with a brief service of worship. The Parable of the Prodigal Son would be an especially appropriate scripture. We would like parents to be like the father in this story.

"For the Beauty of the Earth" would be an appropriate hymn.

BIBLEGRAM

By Hilda E. Allen

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern contains a selected quotation from the Bible.

House for a Queen-----	86	43	30	98	119	3
Baby's rocking bed-----	35	8	71	25	38	120
Part of the hand-----	84	12	99	23	82	94
A gander's lady-----	123	53	122	57	9	
Breakfast drink-----	114	18	93	102	29	41
Dream-----	66	37	62	79	24	42
Acts of kindness-----	87	47	76	7	60	91
Declared not to be true-----	111	77	44	118	33	73
Twice as much-----	45	21	90	28	48	55
Place where there are many trees-----	22	88	40	67	27	1
The evil one-----	68	5	54	116	64	
Shining-----	10	115	61	74	2	63
A dock, or pier-----	46	59	92	97	103	
False faces-----	13	56	112	49	81	
A nothing-----	51	31	69	108	36	15
Instrument used to hold a ship in place-----	26	107	58	78	65	89

			1	2	3	4	5	6	7	8	9		
10	11			12	13	14	15	16	17	18	19	20	
		21	22		23	24	25			26	27		28
29	30	31	32	33	34			35	36	37	38	39	
40	41	42		43	44	45			46	47	48	49	
		50	51		52	53	54	55			56	57	
58	59	60	61	62	63			64	65	66	67	68	
		69	70		71	72	73		74	75	76	77	
			78	79	80	81	82	83	84		85	86	
87	88	89			90	91		92			93	94	95
96	97	98	99	100			101	102	103	104	105	106	
107	108			109	110	111		112	113	114	115	116	
117	118	119	120			121	122		123	124	125		

Solution on page 30.

Q Decorated car in a parade-----	6	52	101	113	100	
R Nearly, but not quite-----	75	83	80	124	20	17
S To draw off by degrees, as water--	125	105	109	14	110	
T Popular musical instrument among cowboys-----	96	85	50	121	95	4
U A well-wisher, or pal-----	117	19	106	11	72	34
V Rescued-----	70	16	32	104	39	

Rag Doll Rumpus

(Continued from page 9.)

sure that in some way Mr. W. would see that Tom got his baseball mitt, but he wouldn't give him one, I knew that. I wondered—

But before I could decide, I stopped my ruminating and went to sleep.

Editor's Note: Mrs. Stevens lives in Chicago, where she holds the position of Assistant Editor of *Children's Activities*, a magazine for children. She has done a great deal of free-lance writing, both fiction and informational, for various magazines.

Parents Can Be Too Good

(Continued from page 10.)

spent twenty dollars a week, and just on a good time."

Somewhere along the way, you learned, Joe became an alcoholic. After all, he had money to spend on liquor. The drinking habit soon involved him with the law. He had several arrests in quick succession for drunken driving. Finally, his driver's license was taken away. He was put on probation at college, and he faced being expelled.

Drinking and fast companions went together. Joe acquired a crowd of flashy companions, youths with much money to spend. One thing led to another. One night Joe became involved in a fight—a common happening in drinking bouts. Joe was strong, and he had a mean temper. Before the bout was over, the other man had a fractured skull. Subsequently, he died.

Finally, Joe, the pampered, good-looking boy, who always had money to spend, and never had had any responsibilities, came to the state prison to spend the rest of his life. The district attorney had asked for execution, but Joe was given a life sentence instead.

You took care to note what kind of personality Joe had when he came to prison. His case records showed that he had been the egotistical and hot-headed type, given to tantrums and to demanding his own way. For the first five years he was in prison he was what other convicts call "a problem child," meaning he expected special privileges.

You asked Joe, "What about your folks? Could they have helped to cause you to go wrong?"

Joe answered in a way that indicated he thought that was a silly question: "No, they never denied me anything. I didn't even have to ask for things. They gave me everything!"

Later, as you reviewed the matter, you knew that the hard, cruel example in Joe's case confronted you with some hard, cruel facts. You knew enough about juvenile delinquency to be familiar with what the law calls "contributing factors." You knew that in many of these cases, a "contributing factor" is a too-generous parent who cannot bring himself to say "no" and stick by it; a parent who gives his child everything,

and who demands nothing of the child.

As you think about it, you realize that it would have been good for Joe to have taken a part-time job during the summer, or during the school year, even if the pay was small and the hours were long. The pay is much, much smaller on his prison job, and of course the hours are eternities.

A summer job for Joe would have permitted him to make wise use of his time, without devoting all of his days to undirected recreation. It would have taught him how to divide a day between work, sleep, and play.

At the same time, you reflect, working would have given Joe an idea of what money is; namely, a substance that is earned, not obtained for nothing. From working he would have learned the fallacy of the persistent present-day notion that work is a nuisance, or necessary evil.

Also, work would have given him self-reliance and the ability to take life without losing his temper and having tantrums. Working would have worked wonders in the character of this young man so richly endowed to begin with. He could have learned to be contented with himself. He would have been saved from forever seeking an escape from his "humdrum" existence.

School years are years of transition. As a person finishes school, he passes into early maturity. The adjustment to the real requirements of life are made more easily when a person has worked as a youth.

Experience shows, too, that students who work, either at home or on some job, do better in their school work. Probably the reason for this is that they realize they have to use their time wisely. Their motivation is so outstanding that they avoid idle pastimes of the type that lead into delinquency. This is a clear-cut reality which can be documented on any campus. The student who works appreciates school more, and makes more of it. He stays out of trouble.

There is a principle of major importance in this which you would like to show to all mothers and fathers. It pertains to the problem of too-generous parents. People can love their children too much and unwisely. Many cannot see the error of providing too much, or of letting children be too free from responsibility. When a young person gets everything he wants without helping to bear the burden of the expense, a parent cannot expect him to have much of an understanding of life.

Too much generosity, like too much apple pie and ice cream, spoils a boy or girl. It can retard the spiritual development of the child. Instead of developing attitudes of sharing, love, and humility, the child can become arrogant, selfish, and disdainful.

Let young people work. Jesus said he worked; and Christian parents should want their children to grow as he grew, "in wisdom and stature, and in favor with God and man."

The Lilac Game

(Continued from page 22)

"Oh, yes, he looked a little like Grandpa then."

Soon a woman with a basket almost as big as theirs came along.

"We're giving away lilacs," Betty greeted the woman. "Which color would you like?"

"They're all beautiful," she answered, "but I'll have the lavender, please. I'm taking some sugar cookies to my grandchildren. I have plenty for you, too."

Betty and Bobby looked at each other. Their mouths watered, for if there was anything they liked, it was sugar cookies.

But they said, "No, thank you, we aren't doing this for pay."

"Sugar cookies aren't pay," the woman explained, handing each of them two big cookies. "I like to make people happy, too, you see."

"The lilac game really is fun, isn't it?" Bobby said, munching a cookie.

"Oh, yes," Betty giggled, as she looked into her second one.

The next person who came along was a woman dressed in white. "Help yourself to our lilacs," Bobby called.

"Thank you," the woman answered. "I'll take several bunches if I may. You see, I'm a nurse at the children's hospital over on the next street. They will make a nice bouquet for the crippled children's ward."

Betty looked at Bobby, and Bobby looked at Betty, "You may have them all," they exclaimed together.

"That's wonderful," the nurse said. "Now every child can have a bunch of his own. Flowers help sick children get well," she smiled filling her arms with the lilacs.

"I think this lilac game's the best one we've thought up yet," Bobby said, as they started back to the house. "Let's play it as long as the lilacs last."

"Yes, let's," Betty agreed.

The Big News

(Continued from page 23)

"Yes," said Susan, "I do. But the first time when I came home, what do you think I found, in the room right next to mine?"

"I don't know, Susan," said Frank. "I suppose you found another kitten. Or maybe a puppy."

Susan stood straight and tall. She looked into Frank's eyes and took a long, deep breath. Then she said, "No, not another kitten. Not a puppy. . . a brand new baby sister, Frank. A real live baby sister just about as big as the biggest doll. Now isn't that the most wonderful news that you ever heard?"

Frank agreed that it was.

A Foolin' PARTY

by Loie Brandom

illustrations by Fran Heron



Everyone likes to act foolish once in a while.

At April Foolin', but not foolin' you we want you at our party, yes, indeed we do! Come and help us fool the others, adults and children, and, of course, the Mothers.

Place Date Time

An "April Fool" dressed in a clown suit, half yellow and half red, greets the guests at the door and hands each an inflated red or yellow toy balloon. This at once provides color and gaiety to the affair and gets the evening off a jolly good start.

Follow this by suggesting a balloon juggling contest in which each contestant tries to get his balloon through a hoop suspended from the ceiling. Since they try at the same time, there may be a bit of confusion when one balloon collides with another, but that is a part of the fun. A judge keeps track of each contestant's successful throws, and also sees that each one throws from behind the official line. As more guests arrive, an official throwing line may be marked off on the opposite side of the suspended hoop, making it possible for contestants to throw from both sides. This really does complicate matters, which only adds to the fun. The winner of the contest is the one having obtained the largest number of successful throws as recorded by the judge. A box of red peppermint candy or one filled with lemon drops makes an appropriate prize for this contest.

Clown Chatter: This is a laugh-getter, and that is what you want. Pair off your contestants and to each couple assign a funny, hard-to-say sentence, similar to the following: Chattering clowns charmingly contribute confusion. Or, dunces deliberately do dangerously dangerous didoes. At a given signal each pair starts saying its sen-

tence, and the award goes to the couple which can say it the longest without laughing. Even a smile, by either member of a pair, will disqualify both of them, and they must at once drop out of the contest.

Up or Down I'm the Clown: Everyone can play this game. Each player is handed a small paper bag or envelope containing ten navy beans. At a given signal the players scatter about the rooms exchanging beans with each other in the following manner. One player hides a certain number of beans in her hand. She asks another player how many beans he thinks she is concealing in her hand. If the guess he makes is more than she is holding, he must give her enough of his beans to make it the number guessed. If he guesses less, however, then she gives him enough to make up the difference. When the hostess ends the game, each player counts his beans. The one having the smallest number of beans left wins the prize. So try to get rid of your beans.

Act Your Part: For this jolly game someone is chosen to be the clown, and he gives each of the other players the name of some animal or fowl. Then when the clown calls the name of an animal or fowl, the one having been given that name must imitate the sound and actions of that animal and keep on doing so until the game is over. For example, the clown's narrative could be something like this: As the sun rose, the rooster stood on the fence, flapped his wings, and crowed, while the donkey brayed and the pony ran around the barn lot. The hen cackled and scratched for seed, and the pigeons on the barn roof billed and cooed. The cow mooed when she heard the calf bawl, and the barking dog chased the mewling cat across the yard, while the sheep looked through the pasture fence and said baa, baa. This continues until each name has been called. The final result when all are taking part, makes a real April Fool chorus.

A Clown Race: The guests are divided into four groups, and each group chooses a team of three men or boys to represent it. The other members of each group act as rooters for their team. A starting line is marked off at one end of the room and a goal line, at the other end. Four large water balls are placed on the starting line, and the three boys that comprise each team take



Have a clown greet the guests at the door.

their places on the starting line behind each of the balls. Two of the boys of each team make a wheelbarrow of the third boy who puts his hands on the floor while his two teammates take hold of his feet and lift them waist-high. At the word GO the contesting wheelbarrows start forward, the boy in front pushing the ball along with his head or nose. The first ball to be pushed over the goal line in this manner wins for its team. Making haste does not help too much in winning a race of this kind, but it does add to the fun.

An April Fool Stunt: Several good-natured guests are chosen to compete because of their supposed swimming prowess. They are taken into another room and later are brought back, one at a time, to demonstrate their ability to take care of themselves in water. A wide board, one end of which is lifted from the floor about a foot, is placed in position, and a tub full of water is put in front of the plank's raised end. The first "swimmer" is brought in, shown the board and tub of water, then blindfolded and told he must jump off the board into the water to prove he will not drown. While the blindfold is being put on, the other guests make a



A clown race brings out the worst in your guests.

lot of noise with their teasing remarks to keep the contestant from knowing that the tub of water is being removed. So when he jumps off the board, no water is there and all ends well for this April Fool joke.

Necklaces and bracelets made by stringing peanuts on a heavy thread make foolish souvenirs for the women present, and the men can be given tie pins made by mounting a single peanut on a long pin. The peanuts should be gilded or silvered before they are used for jewelry.

Any harmless joke adds fun to an April Fool party; so use all the old ones you can remember, and everyone will have a good time.

Biblegram Solution

Biblegram on page 27

"Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God." (Ephesians 5:1-2)

The Words

A Palace	L Bright
B Cradle	M Wharf
C Finger	N Masks
D Goose	O Nought
E Coffee	P Anchor
F Vision	Q Float
G Favors	R Almost
H Denied	S Drain
I Double	T Guitar
J Forest	U Friend
K Devil	V Saved

How Could I?

Forget the date on which we wed?

Oh, no, my darling, never!

The day our sacred vows were said

I'll keep in mind forever.

To overlook that date one year

I think would quite upset me;

But why are you concerned, my dear?

You know you'd never let me!

—Richard Wheeler

Books for the Hearthside

For Children

Younger girls and boys in your family will enjoy Ethel L. Smither's **Early Old Testament Stories** (Abingdon, Nashville, 1954, 80 pages, \$1.50). Here are some of the favorite stories of the Old Testament retold by one who knows her readers and her material. Miss Smither is a well-known writer for and worker with children, and her well-told stories are delightfully illustrated by Kurt Wiese. The six stories deal with Abraham, Isaac, Jacob, Joseph, and Moses. The book may be read to or by your primary and younger children during the story hour at home or in connection with units of their church school lessons.

What happened when Jesus went to school is imaginatively told by Carrie Lou Goddard in her little book for the smallsters in your home, **Jesus Goes to School** (Abingdon Press, Nashville, 24 pages, \$1.00). The text is beautifully pictured by Doris Stolberg, whose artwork bears the stamp of authority marked by studious research. Although we have no written record of Jesus at school, he undoubtedly experienced the schooling of every other Jewish boy in his time. This story will help children gain a realistic picture of Jesus at school.

For Young People

The story of Ruth, one of the best-known and loved stories of the Bible, is given a retelling with imaginative trimmings by Gladys Malvern in **The Foreigner** (Longmans, Green, Inc., 1954, 214 pages, \$2.75). Extensive research enables the author to give her readers much information about the times of Naomi and Ruth, both in Moab and in Judea. What it meant to be the foreigner is told from two points of view; that of Naomi in rude and barbarous Moab and that of Ruth in strange and puzzling Judea. The customs, traditions, laws, rituals, and geography of the times are so well portrayed that the reader feels himself moving through the various scenes as an eyewitness. The author

starts her account with little David's discovery that his grandmother is a foreigner and wants to know the story. So Grandmother Ruth tells him.

Cargo for Jennifer, by Marjorie Vetter (Longmans, Green, Inc., 1954, 240 pages, \$3.00), is written for a girl who will be appreciated by older teenagers and girls. It tells the story of Jennifer Calderón and her year in Cuba with her father's proud Cuban family who had resented his marriage to an American girl. Though she found it difficult, she succeeded in developing and winning an affection for and from her Cuban relatives.

For Adults

A brief biography of the man who has taught more people to read than any other person, Frank Laubach, is given in **Each One Win One**, by Marjorie Medary (Longmans, Green, Inc., 1954, 227 pages, \$3.00). Very little of this book is given to the general life history of this amazing man. Most of its pages tell the story of his main life's work: teaching the natives of many countries to read their own language. One cannot read this account without saying to himself many times, "How many could do so much to this one man." It is almost beyond belief how one person in a lifetime can accomplish so much. This is not a fictionalized story; it is the real McCoy.

"Out in your own back yard," as the song says, there is more potential than you can shake a stick at. How to find it is what Arthur Lawson and Mary Breen tell you in their book, **Fun in the Back Yard** (David McKay Co., New York, 1954, 169 pages, \$2.75). They give you twelve chapters of packed information on how to use to the utmost the facilities that any back yard holds for family fun. Games to make and to play, things to make and things to do, in fact nearly everything you can think of, is described here for your enjoyment. Every family should have this book.

Family Counselor



OUR CHURCH is tossing around the problem of a nursery during church. We have some twenty to thirty-five children, age range from eighteen months to six years (occasionally an infant) who now attend. We have a group of mothers who are willing to help but none feel they have experience enough to successfully keep so many children creatively entertained for the church hour. We have been unsuccessful in finding a trained worker to take over. During Sunday school a nursery and a kindergarten room have classes with teachers for both groups. The session is all these teachers feel they can handle, so it's up to the mothers to take over during the church hour.

I feel if a good program were arranged for the children during church hour it would increase our church attendance. It's up to the mothers to do it for themselves. I know other churches have this problem and I'm wondering if any have a plan that succeeds. Can a group of mothers become trained teachers perhaps with a guided course to follow?

LET ME SUGGEST, first of all, that you do not even contemplate having a nursery during the church hour that would bring together in one place, thirty or more children with an age range from eighteen months to six years. You are asking the impossible of you expect any person, or group of persons, no matter how skilled, to deal with these children in a constructive and helpful way. In fact, even a much smaller number of children but with the same wide age range would be difficult to handle. It would not seem to me, however, that you necessarily are limited to this possibility.

Is there any reason why your church nursery setup should not simply be a continuation of the church-school setup, with the nursery children in their own room, or section of a room, and the kindergarten children in their regular place? Perhaps the nursery and kindergarten teachers will be willing to meet with some of the mothers and help them plan for the guidance of the children during the church-school hour. There are quite explicit directions, for example, in the book *The Two's at Church*, by Elizabeth C. Gardner (Bethany Press, 75 cents) and in the regular nursery and kindergarten church-school materials. It would seem that among the mothers there might be one or more who have had public-school teaching experience and thus be able to learn quickly how to work with children in the church, especially inasmuch as children of this age do not require a formal program. The regular nursery and kindergarten teachers might be willing, even, to stay during the church hour occasionally and supervise the mothers. In this way the mothers would be learning how to work with the

children and the regular workers would not be deprived of all opportunities for worship at the regular church hour.

If your church does not have separate rooms for nursery and kindergarten children or at least a room that is sufficiently large so that the children can be separated by screens, would it not be well to begin with just one age group, rather than with both. You want to avoid beginning with a situation that is almost certain to result in a feeling of frustration for the workers and an experience of bewilderment and overexcitement for the children.

Donald M. Maynard

WILBUR



"This is serious. He doesn't even have a driver's license."



After Easter—What?

Like it or not, Easter marks the peak point in the church year. It is the peak for attendance; it is the peak for number of persons joining the church; it is the peak for financial contributions for any one Sunday. From that point on the curve is downward until it hits bottom in July and August; then it bends upward again.

The home has a definite stake in this situation. In fact the home is probably the only agency that can do much to keep the curve from descending so rapidly after Easter.

The home where there are children will realize that their spiritual needs are just as great after Easter as before. Therefore, every effort will be made to have the entire family regularly and consistently in attendance at the worship and educational services of the church. This will be done not just by getting the children ready in time for church school, but by parents as well getting ready to go with them.

The home without children is also responsible for working against the after-Easter slump. That home, too, has deep spiritual needs that must be met if it is to continue as a wholesome, Christian home.

So, after Easter—"consider how to stir up one another to love and good works, not neglecting to meet together."

"That [the] Lame May . . . Be Healed"

Christians are under a divine imperative to help to make the lame to walk, as is suggested by Hebrews 12:13.

Our center spread of pictures (see pages 16-17) reveals one way which is open to us to fulfill that divine imperative. Americans, Christians included, through their Easter Seal contributions have done more to aid the crippled than ever before in history. We are reminded of Jesus' words, "He who believes in me will also do the works that I do; and greater works than these will he do" (John 14:12).

Easter Seals are symbols of hope to the millions of crippled children and adults who have not yet been healed of their infirmities. We can be the light bearers of that hope.

Who's to Blame?

Parents, churches, and schools are as much to blame drinking by minors as are tavern owners, an official of National Licensed Beverage Association recently told a group of tavern owners.

Because many minors can easily pass as adults, he said, chief problem of selling to underage persons is to prevent them from misrepresenting their ages. "I've never heard of a tavern owner going out into the street and dragging a minor inside to sell him a drink," he insisted.

He laid much of the blame on parents and teachers who fail to impress minors with the importance of obeying liquor laws "for their own protection as well as that of the tavern owner who stands to lose his livelihood."

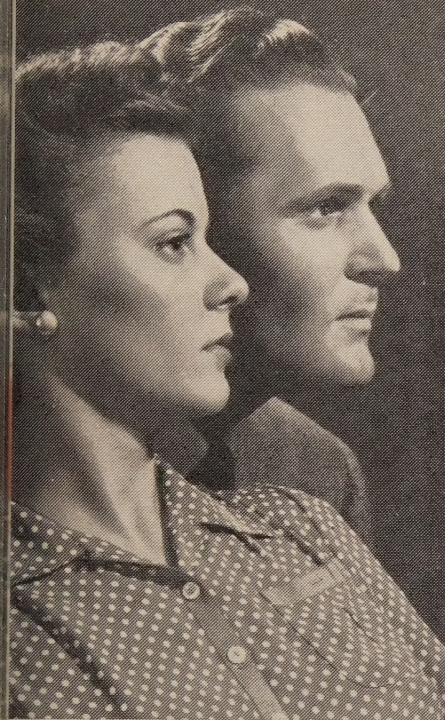
As parents and teachers we must, indeed, accept a share of the responsibility which the Wisconsin attorney lays on our feet. Alcohol education has not received the attention it deserves either at home or at school. We have not been effective in showing what ruinous effects alcohol can and does have upon the human body in a high-powered, swiftly moving age. We must humbly and penitently say, "Yes, we are to blame."

Dispensers of alcoholic beverages, however, cannot wash their hands so carelessly of all responsibility in the matter. While they do not go out into the street physically to catch minors inside their doors, they do use just as powerful a tool of persuasion.

Millions of dollars are spent each year in advertising which not only goes out into the streets but goes directly into the homes of these minors and in dulcet tones persuades them that "— belongs," that drinking is the "mark of distinction." Minors would probably resist the strong-arm method of their defenses against the subtle suggestions of the printed page and the ether waves are not so strong.

As parents and teachers we can do something about this advertising. Let the various media of communication which carry these misleading ads know of your displeasure in them. Write to your congressmen that you feel they should pay attention to this problem.

Let's not take this accusation of blame lying down!



These Parents

**Have
Different**



**Family
Problems**

The **Hearthstone** *Magazine for the Christian Home*

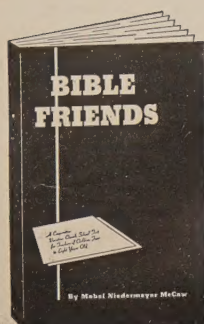
helps solve all of them!

Have You—

1. Renewed Your Subscription?
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3. Urged Your Church to Use It?



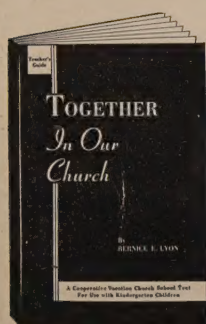
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